

# English Language Arts/English Language Development (ELA/ELD) Framework Webinar Series

Session #8: Assessment and Intervention

April 9, 2024



**CALIFORNIA DEPARTMENT OF EDUCATION**  
Tony Thurmond, State Superintendent of Public Instruction

# *ELA/ELD Framework* Webinar Series: Purposes and Goals

- Recenter the *ELA/ELD Framework* as our primary guide for language and literacy policy and practice.
- Share knowledge about key content in the *ELA/ELD Framework*.
- Establish a foundation for successful and sustained implementation of the practices and systems promoted in the *ELA/ELD Framework*.

# Recentering California's *ELA/ELD Framework* Webinars Series 2023–2024

- September 26: Overview
- October 10: Foundational Skills
- November 14: ELD and Multilingual Programs
- December 12: Language Development
- January 9: Meaning Making
- February 13: Effective Expression
- March 12: Content Knowledge
- April 9: Assessment & Intervention
- May 14: Systems & the California Literacy Roadmap

# Activity 1:

## Who is joining us today?

- Classroom Teacher or Paraprofessional
- Librarian, Specialist
- Family or Community Member
- Instructional Coach
- School or District Administrator
- County Office
- Higher Education, Educational Organization
- California Department of Education or Other State Agency
- Policymaker
- Other

# Agenda

1. Welcome and Opening Remarks
2. Creating a Comprehensive Assessment System
3. Grade-Level Guidance for Supporting Students Strategically
4. Additional Resources: Multi-Tiered System of Support (MTSS), Dyslexia, and Intervention
5. Assessment of ELD Progress for English Learner (EL)-Identified Students
6. Closing & Next Steps

# Outcomes

- Understand the “big ideas” of assessment and intervention in the *ELA/ELD Framework*.
- Identify sections in the *ELA/ELD Framework* that guide assessment and intervention decisions in grades TK–12.
- Determine next steps for using the *ELA/ELD Framework* and other key resources to strengthen assessment and intervention practices and systems.

# Guiding Questions

During the session, think about the following questions, and take notes, as needed:

1. What is resonating with you? What are you excited to hear?
2. What are some key points everyone you work with should know about? What do you want to remember?
3. What questions do you have?

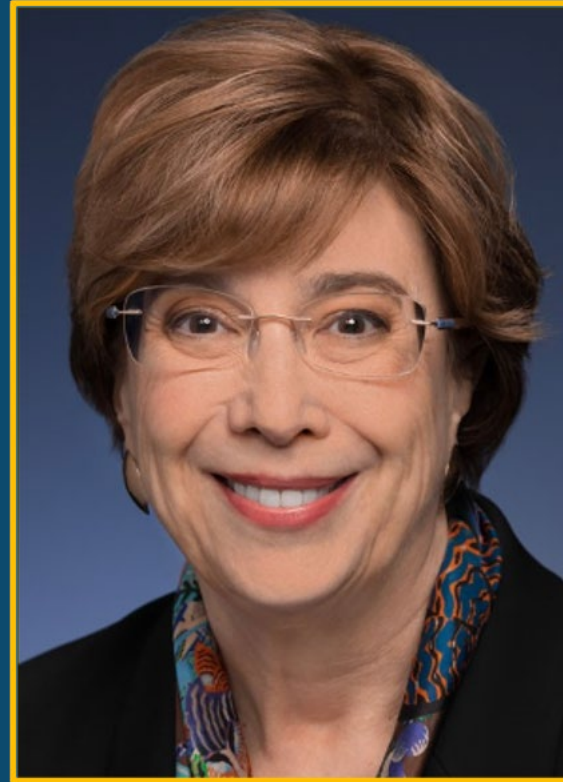
# Webinar Series Developers



Dr. Hallie Yopp



Dr. Pam Spycher



Nancy Brynelson



Dr. Bonnie Garcia



# Creating a Comprehensive Assessment System



# The *ELA/ELD Framework* is...

## California's Conceptual Model for Comprehensive and Integrated Literacy

[Link to Long Description](#)

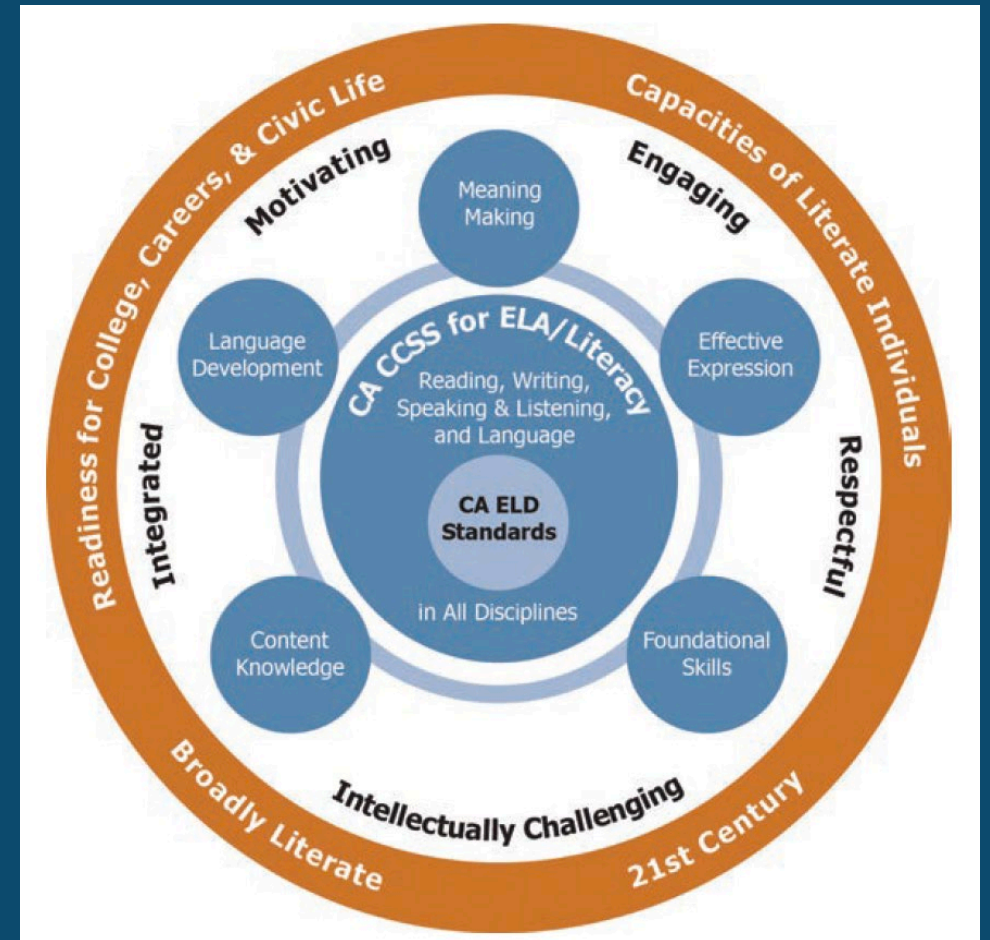


Figure 2.1 The *ELA/ELD Framework* Circles of Implementation

# Purposes of Assessment

Two fundamental purposes:

1. Provide immediate information about student learning to enable continuous adaptations to meet specific needs
  - **Formative** assessment or assessment *for* learning = process
2. Provide information on students' current levels of achievement after a period of learning has occurred
  - **Summative** assessment or assessment *of* learning

# For Learning & Of Learning

- > Formative assessment as a process
- > Assessment for formative purposes

*What's the difference?*

See Figures 8.2 and 8.3

Figure 8.2. What is Formative Assessment?

**What is formative assessment?** Formative assessment is a process teachers and students use *during* instruction that provides feedback to adjust ongoing teaching moves and learning tactics. It is *not* a tool or an event, nor a bank of test items or performance tasks. Well-supported by research evidence, it improves students' learning in time to achieve intended instructional outcomes. Key features include:

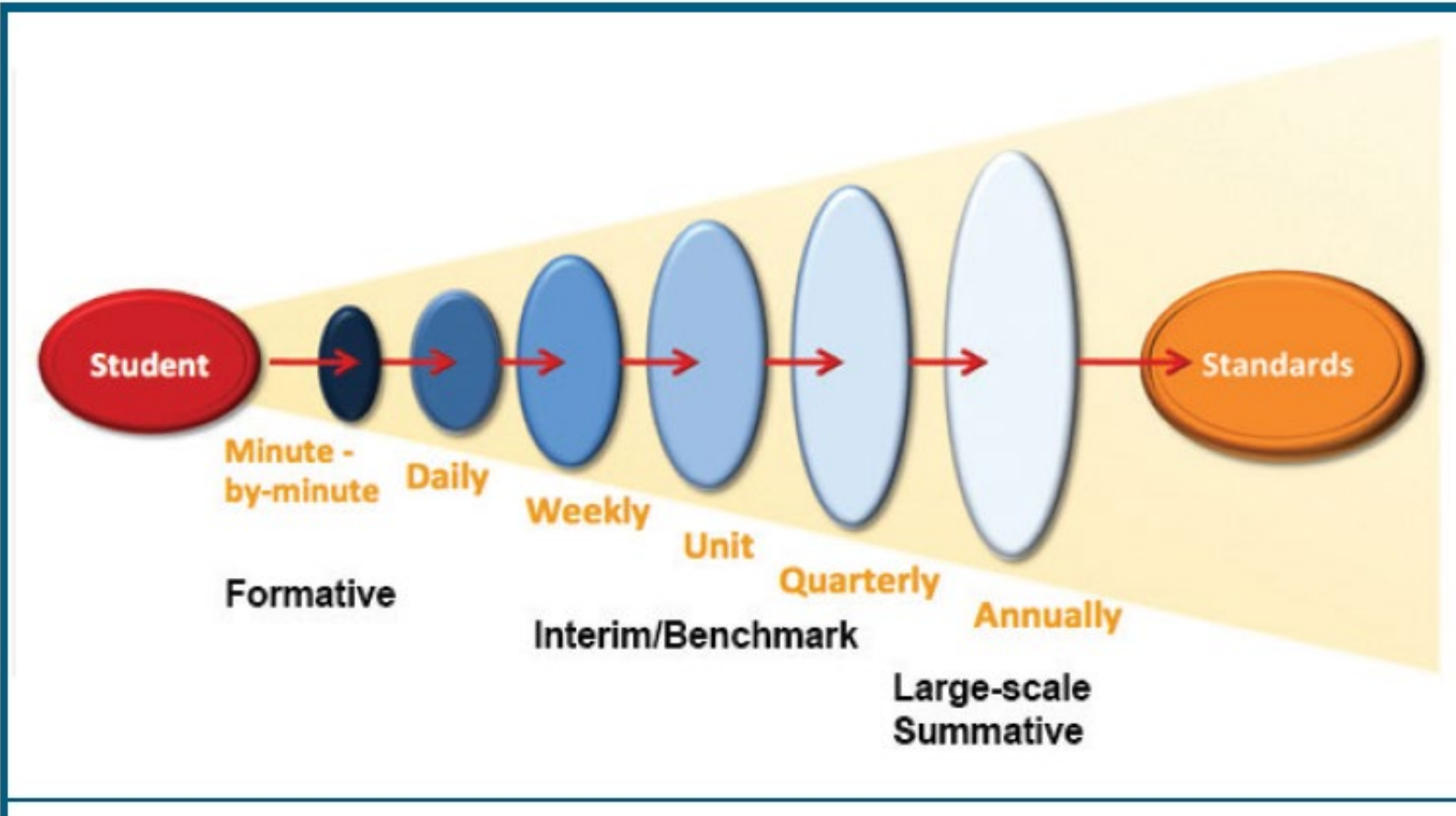
1. **Clear lesson-learning goals and success criteria**, so students understand what they are aiming for;
2. **Evidence of learning** gathered during lessons to determine where students are relative to goals;
3. **A pedagogical response to evidence, including descriptive feedback**, that supports learning by helping students answer: Where am I going? Where am I now? What are my next steps?
4. **Peer- and self-assessment** to strengthen students' learning, efficacy, confidence, and autonomy;
5. **A collaborative classroom culture** where students and teachers are partners in learning.

Figure 8.3. Key Dimensions of Assessment for Learning and Assessment of Learning

Assessment: A Process of Reasoning from Evidence to Inform Teaching and Learning			
Dimension	Assessment for learning	Assessment of learning	
Method	Formative Assessment Process	Classroom Summative/ Interim/Benchmark Assessment*	Large-Scale Summative Assessment
Main Purpose	Assist immediate learning (in the moment)	Measure student achievement or progress (may also inform future teaching and learning)	Evaluate educational programs and measure multi-year progress
Focus	Teaching and learning	Measurement	Accountability
Locus	Individual student and classroom learning	Grade level/ department/school	School/district/state
Priority for Instruction	High	Medium	Low
Proximity to Learning	In-the-midst	Middle-distance	Distant
Timing	During immediate instruction or sequence of lessons	After teaching-learning cycle → between units/ periodic	End of year/course
Participants	Teacher and Student (T-S-S/Self)	Student (may later include T-S in conference)	Student

# Assessment Cycles

Figure 8.4. Assessment Cycles by Purpose



# Types & Uses of Assessments

What question(s) will an assessment answer? For which students? When & how often do we assess?

Universal Screening  
(Medium Cycle)

Diagnostic Assessment  
(If Needed,  
Medium Cycle)

Progress Monitoring  
(Short or Medium  
Cycle)

**Figure 8.5. Types and Uses of Assessments Within Assessment Cycles**

Cycle	Methods	Information	Uses/Actions
<b>Short</b>			
Minute-by-Minute	<ul style="list-style-type: none"> <li>Observation</li> <li>Questions (teachers and students)</li> <li>Instructional tasks</li> <li>Student discussions</li> <li>Written work/representations</li> </ul>	<ul style="list-style-type: none"> <li>Students' current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding</li> </ul>	<ul style="list-style-type: none"> <li>Keep going, stop and find out more, provide oral feedback to individuals, adjust instructional moves in relation to student learning status (e.g., act on "teachable moments")</li> </ul>
Daily Lesson	<ul style="list-style-type: none"> <li>Planned and placed strategically in the lesson:</li> <li>Observation</li> <li>Questions (teachers and students)</li> <li>Instructional tasks</li> <li>Student discussions</li> <li>Written work/representations</li> <li>Student self-reflection (e.g., quick write)</li> </ul>	<ul style="list-style-type: none"> <li>Students' current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding</li> </ul>	<ul style="list-style-type: none"> <li>Continue with planned instruction</li> <li>Instructional adjustments in this or the next lesson</li> <li>Find out more</li> <li>Feedback to class or individual students (oral or written)</li> </ul>
Week	<ul style="list-style-type: none"> <li>Student discussions and work products</li> <li>Student self-reflection (e.g., journaling)</li> </ul>	<ul style="list-style-type: none"> <li>Students' current learning status relative to lesson learning goals (e.g., have students met the goal(s), are they...)</li> </ul>	<ul style="list-style-type: none"> <li>Instructional planning for start of new week</li> <li>Feedback to students (oral or written)</li> </ul>

Cycle	Methods	Information	Uses/Actions
<b>Medium</b>			
End of Unit/Project	<ul style="list-style-type: none"> <li>Student work artifacts (e.g., portfolio, writing project, oral presentation)</li> <li>Use of rubrics</li> <li>Student self-reflection (e.g., short survey)</li> <li>Other classroom summative assessments designed by teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li>Status of student learning relative to unit learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Grading</li> <li>Reporting</li> <li>Teacher reflection on effectiveness of planning and instruction</li> <li>Teacher grade level/departmental discussions of student work</li> </ul>
Quarterly/Annual Benchmark	<ul style="list-style-type: none"> <li>Portfolio</li> <li>Oral reading observation</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>Status of achievement of intermediate goals toward meeting standards (results aggregated and disaggregated)</li> </ul>	<ul style="list-style-type: none"> <li>Making within-year instructional decisions</li> <li>Monitoring, reporting (grading, same-year adjustments to curricula programs)</li> <li>Teacher reflection on effectiveness of planning and instruction</li> <li>Teaching professional learning priorities and resource decisions</li> </ul>
<b>Long</b>			
Annual	<ul style="list-style-type: none"> <li>Smarter Balanced Summative Assessment</li> <li>ELL</li> <li>Portfolio</li> <li>District/school created test</li> </ul>	<ul style="list-style-type: none"> <li>Status of student achievement with respect to standards (results aggregated and disaggregated)</li> </ul>	<ul style="list-style-type: none"> <li>Judging students' overall learning</li> <li>Grading student, school, district, and state year-to-year progress</li> <li>Monitoring, reporting and accountability</li> <li>Classification and placement (e.g., ELI)</li> <li>Certification</li> <li>Adjustments to following year's instruction, curricula, programs</li> <li>Final grades</li> <li>Professional learning prioritization and resource decisions</li> <li>Teacher reflection (individual/grade level/department) on overall effectiveness of planning and instruction</li> </ul>

Figure 8.5



# Snapshots of Formative, Medium-Cycle, and Long-Cycle Assessment

## Snapshot 8.2. Formative Assessment in Grade Two

In a second-grade classroom that includes native English speaking children and children who are ELs, the children have been working on retelling folktales they have read together in class to convey the central message of the tale (RL.2.2). The EL children, in particular, have been working on using the past tense to indicate that the tales happened in the past (ELD.P.II.2.3). In this lesson students are engaged in small group work, and during this time the teacher, Mr. Elfert, selects groups of three students to recount one of the folktales the class has read that week. In this situation, he wants to give each student sustained opportunities to use language while he and the others in the group listen. He asks the first student to begin, then after a while asks the second child to carry on and so forth. When the students have completed the retelling, Mr. Elfert asks them to say what they think the main message of the story is. Each child offers an opinion and a discussion follows about whether there is agreement on the main message. From the activity, Mr. Elfert has evidence that one student uses the past tense consistently and mostly with the children are able to convey the message of his discussion with the group, he makes quick notes before the small group work time is over, and he plans to assess other small groups in the same way.

## Snapshot 8.5. Interim (Medium-Cycle) Assessment in Grade One

All incoming first graders in a school are assessed at the beginning of the school year on the foundational skills of the CA CCSS for ELA/Literacy, specifically, print concepts, phonological awareness, phonics and word recognition, and fluency. Results from their end-of-year kindergarten assessment are used to determine which sections of the assessment are administered. For example, if a student's results indicate strong performance on a measure of print concepts, that part of the assessment is skipped, although close observations are made during class to confirm the previous year's assessments. The first-grade teachers find the results from the beginning-of-the-year assessment to be a useful starting point for their instructional planning, particularly because students may have either lost or made up ground during the summer. In addition, the teachers assess, or obtain help to assess, the primary language foundational literacy skills of their ELs who information for instructional decision-making.

After these initial assessments and implementation students are administered interim foundational skills determine progress. While the teachers regularly use their instruction to gather evidence of students' skill accordingly, they use the results of the interim assessment of individuals and the class as a whole, and to provide improvements in their teaching to ensure greater progress means to evaluate and corroborate their own judgment the period between the interim assessments' administration.

## Snapshot 8.6. Long-Cycle Assessment in Grade Eight

Just before the new school year starts, eighth-grade English teacher Ms. Flora and her eighth-grade colleagues examine their incoming students' seventh-grade summative ELA assessment results to anticipate their students' learning needs. At the same time, they examine the prior year's CELDT results for their incoming EL students, some of whom have been in U.S. schools for only a couple of years and others for many years, as well as available data about their literacy proficiency in their primary language. The teachers want to make sure that they use all available information to design appropriately differentiated instruction for their students.

Last year's results suggest students may need considerable support in several areas, including close and analytic reading skills with respect to literature and informational text and writing effective arguments. To address weaknesses evident in the seventh-grade summative assessment results, Ms. Flora pays particular attention to the grade eight literature standards: (1) Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn for the text (RI.7.1), and (2) Compare and contrast the

- Snapshot 8.2, p. 833
- Snapshot 8.5, p. 838
- Snapshot 8.6, pp. 840–41

# Student Involvement in Assessment

## Feedback

Snapshot 8.7, p. 847

- Teacher Feedback  
Snapshot 8.8, p. 848
- Peer Feedback  
Snapshot 8.9, p. 849
- Self-Assessment

### Snapshot 8.7. Student Involvement in Assessment in Grade Four

Miss Nieto, a fourth-grade teacher, has a discussion with each of her students about their reading scores from an interim assessment. In her meeting with Henry, she notes that he has done well on the items related to using explicit details about the text and summarizing central ideas and is on track to meet the associated standards. She also discusses with Henry that his scores indicate that he is not as strong in using supporting evidence to justify or interpret how information is presented. Miss Nieto scored lower on these items. He tells her how to use evidence for justification and she provides feedback on how to use evidence for justification. This should be something he consciously practices during his interim assessment, and she provides feedback on how to use evidence for justification.

### Snapshot 8.8. Teacher Feedback in Grade One

Kathleen, a first grader, is preparing to read aloud to her teacher. Before she begins, Mr. Silverstein reminds her to think about the reading strategies they have been using. The text states: *Fish swim in the river.* Kathleen, reading very slowly, says: *Fish . . . swim . . . in . . . the . . . water. No. That's not water. It doesn't begin with 'w.' R (says letter name) r (letter sound) . . . i . . . v . . . River! Fish swim in the river.* Mr. Silverstein provides feedback after Kathleen finishes reading the sentence: *You did a good job of using your reading strategies to read the text accurately. Let's keep practicing about whether what you are reading makes sense about what you are seeing (that is, the letters and letter sounds) . . . i . . . v . . . River! Fish swim in the river. You did that when you noticed that water sense, but the letters indicated a different, equal*

### Snapshot 8.9. Peer Feedback in Grade Three

In a third-grade class students are focusing on Speaking and Listening Standard 3.4, one of several that emphasize *presentation of knowledge and ideas*. Their learning goal is to write an informative speech to present to the class about a topic of interest to them. The criteria they need to bear in mind when writing their speeches include the following:

- Introduce your topic in a way that engages your audience.
- Put your ideas in a logical sequence.
- Make an impact on your audience with your ending.

Once students create an initial draft, they exchange their papers with a partner. Then students provide each other with feedback. One student's feedback to her partner is: *I liked how you started your speech with a question . . . that's a good way of getting your audience's attention. I think your ideas are logical. I think it would be a better impact at the end of your speech if you go back to your question and maybe finish with a sentence that tells how you answered the question.*



# Assessment of ELD Progress for EL-Identified Students



# Overview of Assessing ELD Progress

- Shared responsibility of all educators and administrators.
- Teachers and administrators take additional steps to gather, interpret, and act on evidence of ELD progress.
- Comprehensive assessment centering the California ELD Standards is key.

# Teachers consider ...

- How do I determine what my EL students' levels of English language proficiency (Emerging, Expanding, Bridging) are on different CA ELD Standards?
- How can I use information about my students' English language proficiency levels on different CA ELD Standards, as well as other relevant information, to design and provide targeted instruction that fosters language-rich learning opportunities.
- How often should I assess ELD progress? Which kinds of evidence-gathering approaches and tools are most appropriate for different purposes?
- How will I know if my EL students are making sufficient progress in developing English on a daily or weekly basis and over longer periods of time?
- How can I include my EL students in assessing their own ELD progress and support them to be conscious of and intentional in their English language learning?

# Assessing ELD Progress in Writing (1)

Figure 8.7. Language Analysis Framework for Writing

Language Analysis Framework for Writing				
Content Knowledge and Register	Text Organization and Structure	Grammatical Structures	Vocabulary	Spelling and Punctuation
Is the overall meaning clear? Are the big ideas there and are they accurate? Is the text type (e.g., opinion, narrative, explanation) appropriate for conveying the content knowledge? Does the register of the writing match the audience?	Is the purpose (e.g., entertaining, persuading, explaining) getting across? Is the overall text organization appropriate for the text type? Are text connectives used effectively to create cohesion? Are pronouns and other language resources used for referring the reader backward or forward?	Are the verb types and tenses appropriate for the text type? Are noun phrases expanded appropriately in order to enrich the meaning of ideas? Are sentences expanded with adverbials (e.g., adverbs, prepositional phrases) in order to provide details (e.g., time, manner, place, cause)?	Are general academic and domain-specific words used, and are they used accurately? Are a variety of words used (e.g., a range of words for "small": little, tiny, miniscule, microscopic)?	Are words spelled correctly? Is punctuation used appropriately?



Figure 8.7. Chapter 8, p. 852

# Assessing ELD Progress in Writing (2)

**Figure 8.8. Student Annotated Writing Sample Using the CA ELD Standards**

Susana's Text	Annotations
<p><b>Bats</b></p> <p>Bats are important because they eat mosquitoes and flies, and help and other small animals that eat bats. Bats are in your home. They are also important because the spread of germs and disease can be reduced if they eat some of the germs. It is important for bats to be healthy because they are the only animals that can fly at night.</p> <p>There are over 1,000 species of bats. The largest bat is the flying fox. It can fly up to 100 miles. Bats are also important because they eat some of the insects that are harmful to crops. They also eat some of the insects that are harmful to humans. They also eat some of the insects that are harmful to animals. They also eat some of the insects that are harmful to plants.</p> <p>Bats are a unique creature. They are the only animal that can fly at night. They are also the only animal that can see in the dark. They are also the only animal that can hear in the dark. They are also the only animal that can smell in the dark.</p> <p><b>Summary Notes and Next Steps:</b></p> <p>Discuss with Susana:</p> <ul style="list-style-type: none"> <li>Ordering of the three chunks, need for introduction that foregrounds the chunks, conclusion that sums them up</li> <li>Review whether information in each chunk fits there and if ideas in each chunk could be expanded more</li> <li>Show where clauses are combined to show relationships between them (e.g., using because), and ask her to see where she could do the same to combine other clauses</li> <li>Discuss with the class (based on patterns in other student writing):           <ul style="list-style-type: none"> <li>how register shifts when you, we, us are used</li> <li>how connecting and condensing ideas (clause combining or other ways) creates relationships between ideas and reduces repetition (maybe a mini-lesson with examples from student writing we revise together)</li> <li>how to use text connectives (maybe revise a piece of writing together and add in text connectives where needed to create cohesion)</li> </ul> </li> </ul>	<p><b>Content and register:</b></p> <ul style="list-style-type: none"> <li>Big ideas and lots of informative details provided; mostly accurate information</li> <li>Some information needs more clarity (bats aren't in danger just because people are scared of them)</li> <li>You, we, us is used (less formal register)</li> </ul> <p><b>Text structure and organization:</b></p> <ul style="list-style-type: none"> <li>Organized logically into three chunks (why bats are important, species of bats, why bats are in danger)</li> <li>Some information doesn't seem to fit in the chunks (bats damaging plants)</li> <li>Missing an introduction and conclusion, order may not be logical</li> <li>Previous reference because of that used accurately to combine and link to previous sentence (cohesion)</li> <li>Could use more text connectives (cohesion)</li> </ul> <p><b>Grammatical Structures:</b></p> <ul style="list-style-type: none"> <li>Some appropriate clause combining to link ideas and show relationships</li> <li>Some clause combining needs work (They are scared . . . that they burn . . .) and more could be used</li> <li>Phrases could be expanded to include more details about where, when, etc.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Domain-specific (mammals, species, pollen) and general academic (spread, damage) vocabulary used accurately</li> </ul> <p><b>Spelling and punctuation:</b></p> <ul style="list-style-type: none"> <li>Mostly accurate, with some approximations (mamms, sting)</li> </ul>



Figure 8.8. Chapter 8, p. 854

# Assessing ELD Progress in Oral Language

**Figure 8.8. Grade Seven Collaborative Conversations Observation Notes**

Collaborative Conversations Observation Notes		
English Language Development Level Continuum		
Emerging	Expanding	Bridging
CA ELD Standards to Focus:		
<b>Exchanging Ideas Respectfully (L.D.7.1)</b>	Engage in conventional exchanges and express ideas in a clear, logical, and organized manner. Ask and answer questions and respond using group phrases.	Contribute to class, group, and center discussions by asking relevant questions, offering ideas, adding relevant information, and responding to ideas.
<b>Supporting Opinions and Persuading Others (L.D.7.2)</b>	Regulate with or persuade others in conversations (e.g., to give and hold the floor or ask for clarification) using neutral phrases (e.g., "I see...," "Should you consider...?") and open responses.	Regulate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information using a variety of neutral phrases, request neutral questions, "I heard you say...," and "I haven't thought about that...") and open responses.
<b>Connecting Ideas (L.D.7.3)</b>	Combine clauses in a meaningful way to make connections between and join ideas (e.g., creating compound sentences using and, but, so, creating complex sentences using because).	Combine clauses in a meaningful way to make connections between and join ideas (e.g., creating compound, complex, and compound-complex sentences). For example, to show the relationship between multiple events or ideas (e.g., after waiting until the students returned, the teacher noticed...), or to evaluate an argument (e.g., "The author states...," although there is a lack of evidence to support this claim).
<b>Quick Observation Analysis</b>		
Next steps		



Figure 8.8. Chapter 8, p. 857



# Leadership Responsibilities for Monitoring ELD Progress

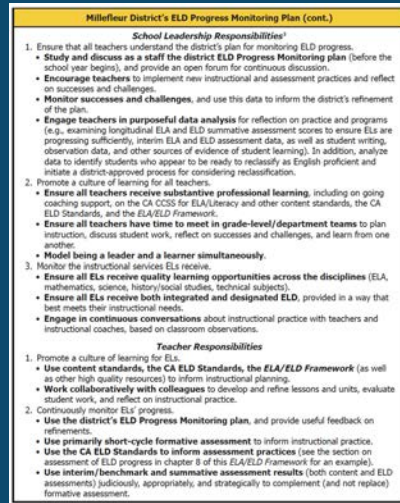
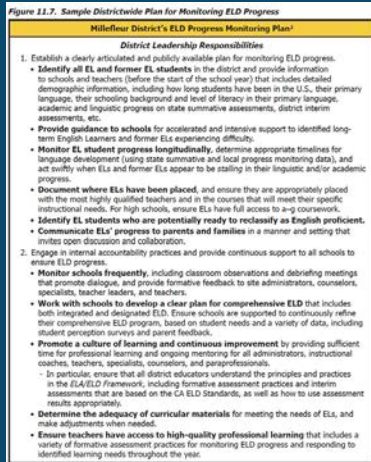


Figure 11.7. Chapter 11, pp. 992–93

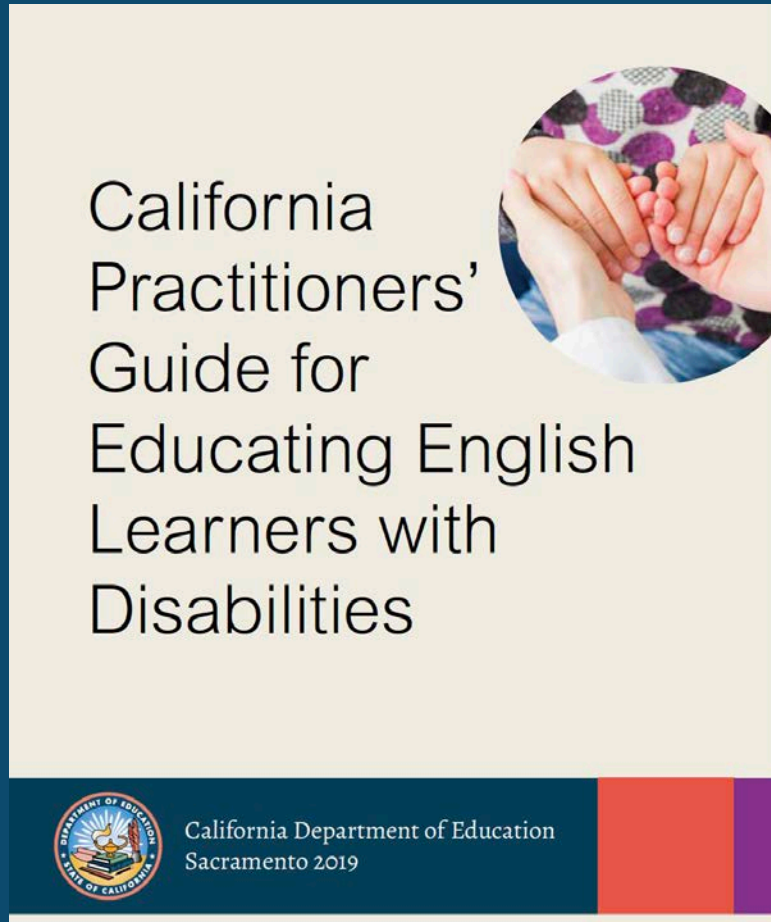
# High Stakes ELD Assessments

- Observation Protocol for Teachers of English Learners (OPTTEL): <https://www.cde.ca.gov/sp/el/t3/optel.asp>
- English Language Proficiency Assessments for California (ELPAC): <https://www.cde.ca.gov/ta/tg/ep/>

Understanding what these assessments entail can make a big impact on how you design and provide instruction to accelerate ELD progress.

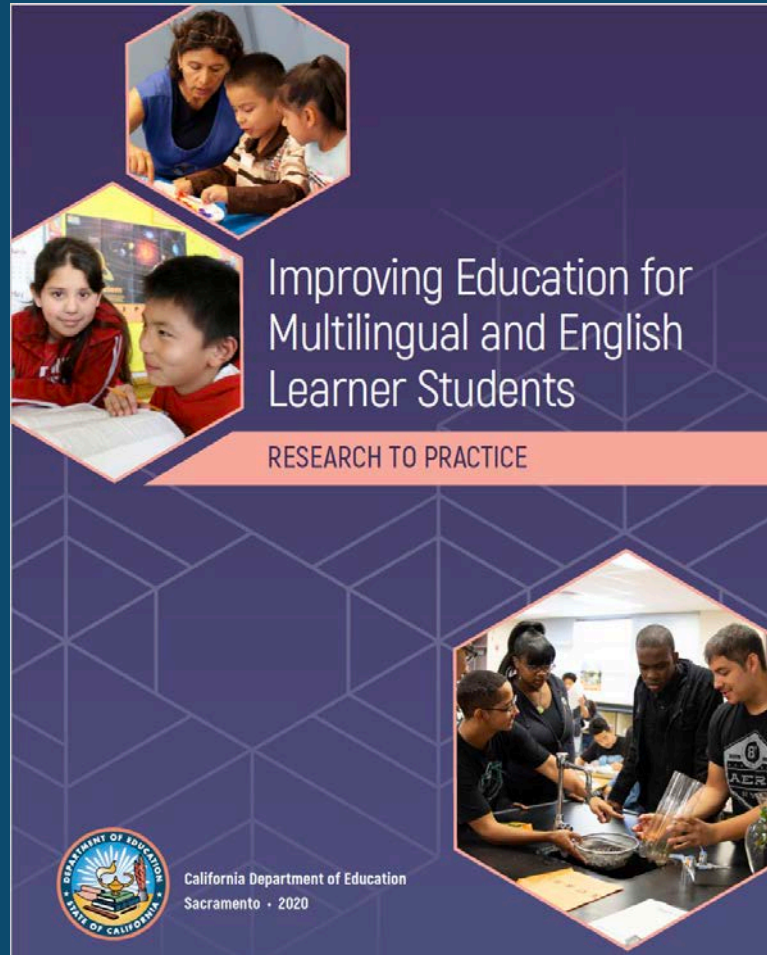


# Additional Guidance (1)



- Section 1: Identification of EL Students, MTSS, and Pre-Referral Interventions
- Section 2: Pre-Referral and Referral, Assessment, and Individual Education Plan (IEP) Processes

# Additional Guidance (2)



- Ch. 1: The Power and Promise of California's Multilingual Learners
- Ch. 2: Asset-Based Pedagogy
- Ch. 3: Multilingual Programs and Pedagogy
- Ch. 4–6: Age span chapters
- Ch. 7: Creating Supportive Schools and Systems

# Additional Resources: Multi-Tiered System of Support, Dyslexia, and Intervention



# The California MTSS Framework

## Whole Child Domain

- Inclusive Academic Instruction Features
- Inclusive Behavior Instruction Features
- Inclusive Transformative Social-Emotional Instruction and Mental Health Support Features

## Essential Domains and Features

- Administrative Leadership Domain
- Integrated Supports Domain
- Family and Community Engagement Domain
- Inclusive Policy Structure and Practice Domain



# California MTSS Continuum of Support

## All Students

- Universal Support

## Some Students

- Supplemental Support

## Few Students

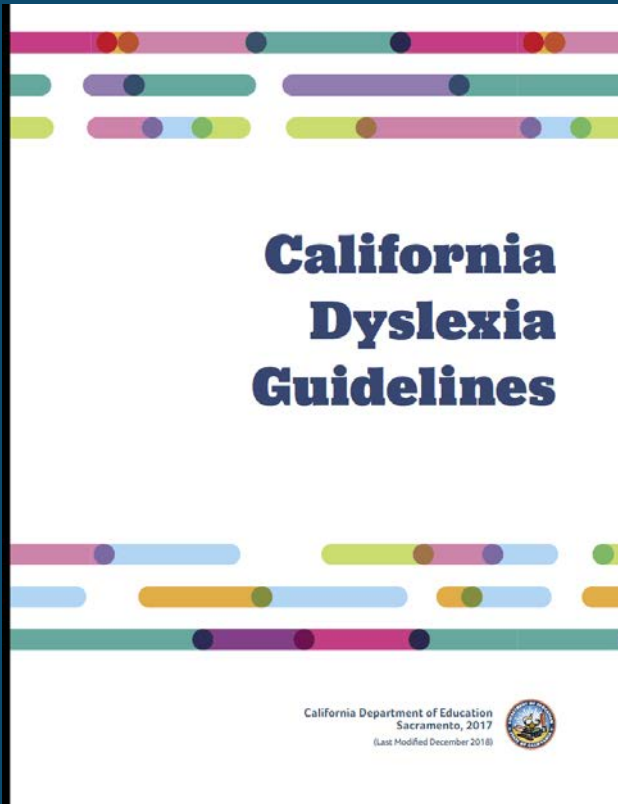
- Intensified Support



## Continuum of Support

<https://ocde.us/MTSS/Pages/Continuum-of-Support.aspx>

# California Dyslexia Guidelines



Ch. 9: Screening & Assessment for Dyslexia

Ch. 10: Special Education & 504 Plans

Ch. 11: Effective Approaches for Teaching Students with Dyslexia

California Dyslexia Initiative

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

# UC/CSU Collaborative for Neurodiversity and Learning

## E-Learning Modules

- Introduction to Dyslexia
- Dyslexia and the Brain
- Screening and Assessment for Dyslexia

E-Learning Modules

(<https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/>)

# Project ARISE

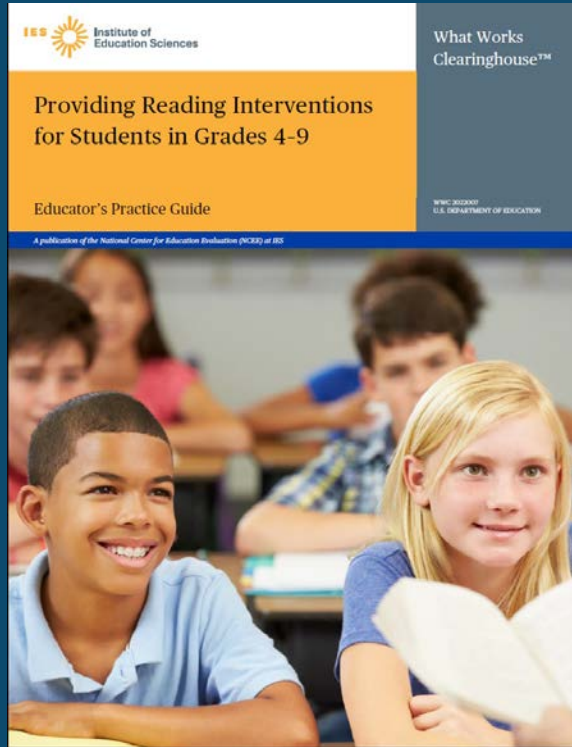
## Free Online Courses

- Literacy as Equity
- Executive Functions and Literacy  
(from The Center for Whole-Child Education)
- Reading Foundational Skills (from TNTP)
- Comprehension and Knowledge Building (from TNTP)
- Intensive Intervention and Data-Based Individualization  
(from National Center on Intensive Intervention)

Reading & Intervention Grant: CDE, CCEE, Contra Costa COE, Glenn COE, San Diego COE (<https://project-arise.thinkific.com/bundles/project-arise>)



# Institute of Education Sciences Resource (1)



IES Practice Guide  
(<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>)

## Practice Guide Recommendations:

1. Build students' decoding skills, so they can read complex multisyllabic words.
2. Provide purposeful fluency-building activities to help students read effortlessly.
3. Routinely use a set of comprehension-building practices to help students make sense of the text.
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex idea and information.

# Recommendation 3: Comprehension-Building Practices

## Parts A–D

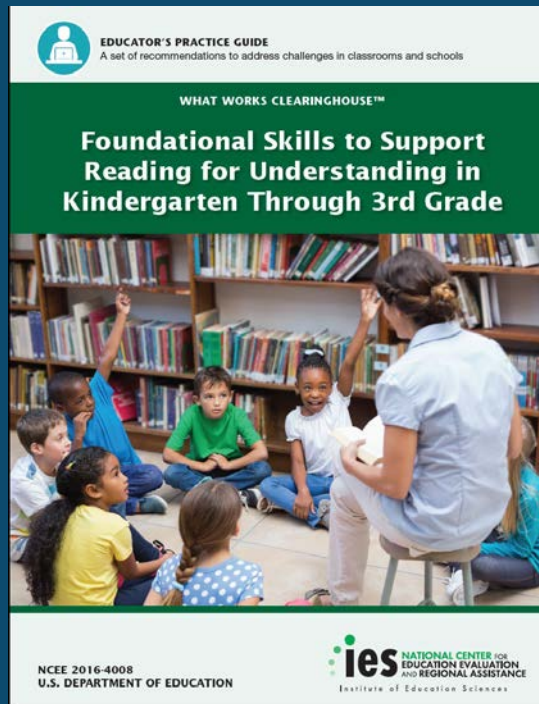
Part A: Build students' world and word knowledge, so they can make sense of the text.

Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

Part C: Teach students a routine for determining the gist of a short section of text.

Part D: Teach students to monitor their comprehension as they read.

# Institute of Education Sciences Resource (2)



IES Practice Guide  
(<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>)

## Practice Guide Recommendations:

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
2. Develop awareness of the segments of sounds in speech and how they link to letters.
3. Teach students to decode words, analyze word parts, and write and recognize words.
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

# Grade-Level Guidance for Supporting Students Strategically



# Supporting Students Strategically

- Multi-Tiered Systems of Support, Universal Design for Learning, and Shared Responsibility
- Using Assessment to Inform Instruction
- Planning
- Grouping
- Scaffolding
- Primary Language Support
- Structuring the Instructional Day

# Key Points

Important messages in the framework include the following:

- Know your students.
- Provide needed instruction swiftly.
- Partner with colleagues, families, and students.
- Attend to motivation.
- Provide excellent universal instruction.

# Supporting Students Strategically Grade-Span Sections (1)

## TK Through Grade One Examples

- Integrate explicit references to print during adult/child read aloud interactions.
- Focus children on how phonemes are produced.
- Use word-building activities.
- Engage children in enactive representation of text.
- Provide extensive opportunities to hear and use complex oral language.

# Supporting Students Strategically Grade-Span Sections (2)

## Grades Four and Five Examples

- Provide ongoing practice and explicit instruction in writing activities such as note taking, answering questions in writing, and responding to a text by writing a personal reaction or analyzing and interpreting it.
- Provide explicit instruction in affixes and common syllable types.



# Supporting Students Strategically Grade-Span Sections (3)

## Grades Nine Through Twelve Examples

- Explicitly teach students to use strategies that good readers use.
- Provide instruction in word structure.
- Provide direct instruction in word meanings, instruction in strategies that promote independent vocabulary acquisition, and opportunities for rich discussion of texts.

# Beyond the Supporting Students Strategically Sections

Discussions throughout, such as the following:

- Bullets on pp. 159–160: Letter-sound/sound-letter correspondences and basic decoding
- Figure 3.34: Blending sounds in printed words
- Bullets on p. 300: Formative assessment of writing
- Figure 9.14: Strategies for supporting diverse learners' engagement with complex text

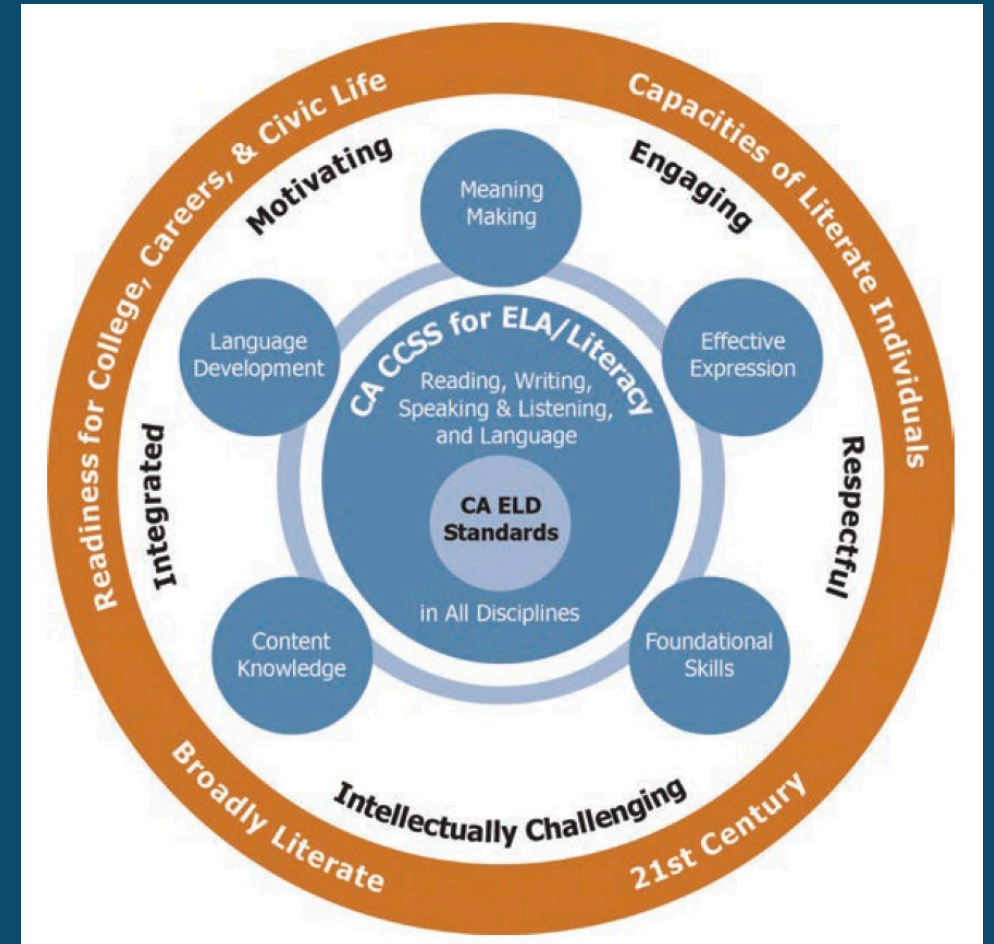
# Closing & Next Steps



# Circles of Implementation

**Figure 2.1** The ELA/ELD Framework Circles of Implementation

[Link to Long Description](#)



# Recentering California's ELA/ELD Framework

Upcoming Final Webinar: 3:30–4:45 p.m.

- May 14: Systems for Implementation & the California Literacy Roadmap

# Contacts



Bonnie Garcia  
Statewide Literacy Co-Director  
[bogarcia@cde.ca.gov](mailto:bogarcia@cde.ca.gov)  
916-445-7098



Nancy Brynelson  
Statewide Literacy Co-Director  
[nbrynelson@cde.ca.gov](mailto:nbrynelson@cde.ca.gov)  
916-445-2426



# Thank you!

**CALIFORNIA DEPARTMENT OF EDUCATION**

Tony Thurmond, State Superintendent of Public Instruction



# Circles of Implementation Long Description (1)

The outer ring: Overarching goals

- Readiness for college, careers, and civic life
- Attained the capacities of literate individuals
- Become broadly literate
- Acquired the skills for living and learning in the 21st century

Inner field: Context in which instruction occurs:

- Integrated
- Motivating
- Engaging
- Respectful
- Intellectually challenging

# Circles of Implementation Long Description (2)

Orbiting the center: Key Themes of the ELA/Literacy Standards

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

Center:

- CA CCSS for ELA/Literacy
- CA ELD Standards

[Return to slide 10](#)

[Return to slide 44](#)